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ABSTRACT

This glossary, which defines 81 terms, is designed as a step toward a common lexicon for developers of school-to-work systems across Ohio. The following are among the terms defined: adult full service centers; advanced or early placement; all aspects of an industry; applied academics; (registered) apprenticeship; articulation; basic skills; career assessment; career development; career exploration; career major; career passport; career pathways; Certificate of Age and Schooling; Certificate of Initial Mastery; community-based organization; competency-based education; connecting activities; contextual learning; cooperative education; credentialing; employability skills; high performance workplace; individual career plan; interdisciplinary academics; local partnership; mentoring; nontraditional students; occupational cluster; Ohio Career Information System; Ohio Industrial Training Program; Ohio Job Net; one-stop career center system; outcomes; performance measure/performance standard; portfolio; professional development; regional alliances; school-based enterprises; school-based learning; SchoolNet; school-to-apprenticeship; Secretary's Commission on Achieving Necessary Skills; service learning; skill certificate; skill standard; technical education; tech prep; tech prep competency profiles; vocational education planning district; work-based learning; and Work Keys. (MN)

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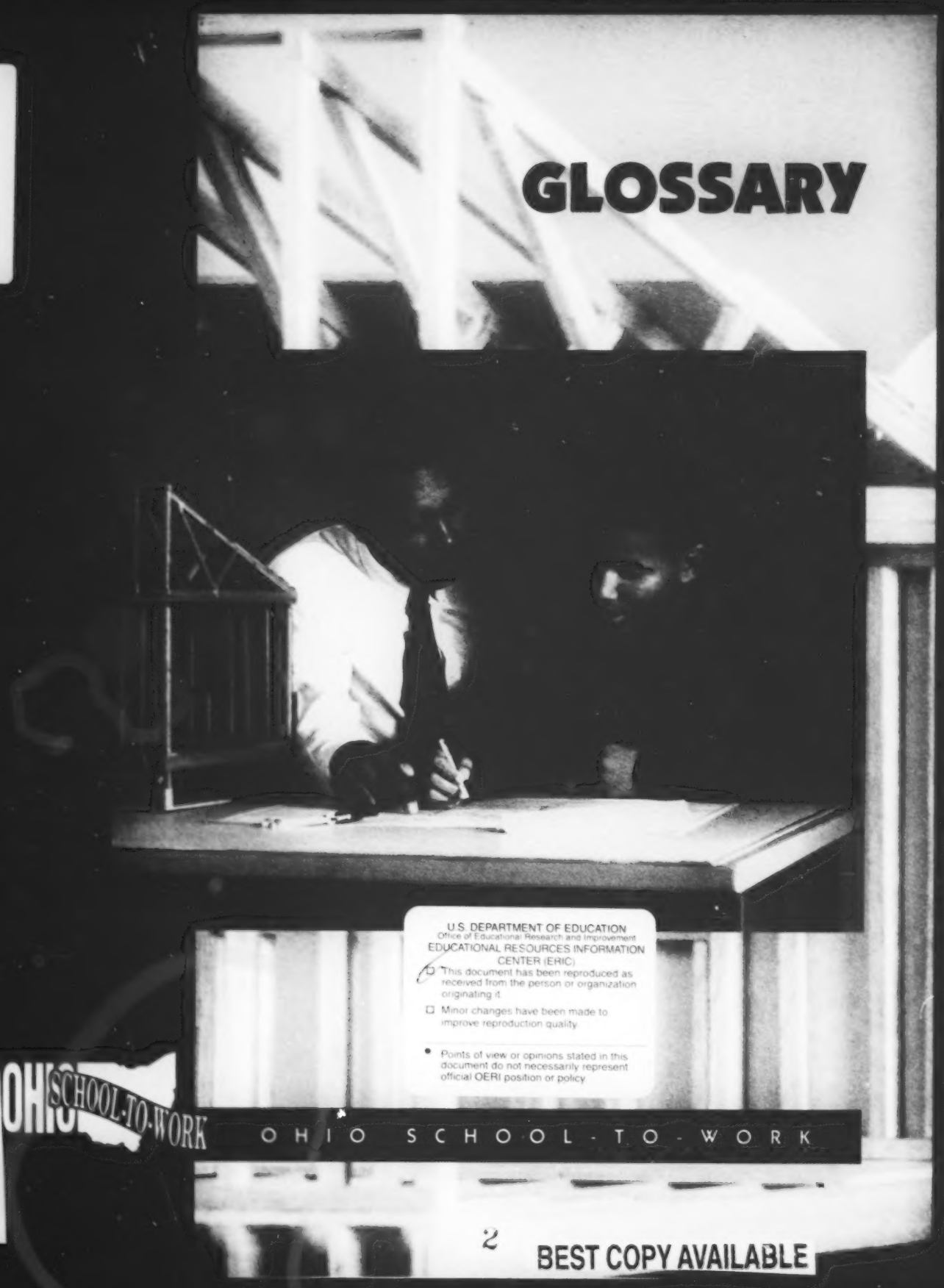
GLOSSARY



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OHIO SCHOOL-TO-WORK

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GLOSSARY

OHIO SCHOOL-TO-WORK

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As an equal opportunity employer and services provider, it is the policy of the state school-to-work office and supporting agencies that educational activities, employment practices, programs, and services are offered without regard to race, color, national origin, sex, religion, disability, or age in employment or the provision of services.

April 1996

MISSION

The mission of Ohio's school-to-work system is to ensure that every Ohio student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work – and is prepared for lifelong learning.

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Introduction

School-to-work (STW) is Ohio's commitment to preparing our youth for successful entry into the world of work, and our determination to instill in each of them a desire for lifelong learning. The initiative is an effort to build public/private partnerships that offer pathways to more challenging, better paying occupations for Ohio's young people. Such partnerships should also open avenues to increased productivity and competitiveness for business and industry.

School-to-work is not a program. It is an approach to education that enhances the way we prepare Ohio's youth to meet the demands of a highly skilled work force. Ohio's school-to-work strategy forges connections among education, work force development, and economic development systems. It unites business and industry, organized labor, community-based organizations, parents, and educators in an unprecedented partnership to ensure that Ohio's students and workers become continuous learners.

A school-to-work approach to education includes three basic elements:

- **School-based learning** that includes information on career options and career preparation for all students, as well as applied academics linked directly to workplace situations
- **Work-based learning** that provides meaningful experiences in the workplace for all students, and is coordinated with learning in school
- **Connecting activities** that lead to active partnerships among education, business, industry, labor, parents, and the community

Designed to create a seamless, community-based, result-oriented, and client-driven system, Ohio's school-to-work system includes a broad range of education and training options built on existing structures in primary, secondary, and adult education; higher education; and a number of other work force development initiatives.

Purpose

The major purpose of this document is to bring consistency to both dissemination and usage of terminology that has application to school-to-work. As school-to-work systems emerge across Ohio, a common language will help describe the elements that comprise these systems. This glossary of terms is a step toward that common lexicon, helping those involved in school-to-work develop similar ways of describing characteristics and attributes of programs and participants.

Given the highly decentralized environment that will characterize school-to-work, a common vocabulary will assure that important similarities and differences among state and local school-to-work systems are clear. The glossary will also assist those who are building systems and those who are interested in learning about particular kinds of activities, for it will provide a basis upon which to communicate with others.

Adult Full Service Centers
A network of specifically selected Ohio vocational education institutions providing technical training, support services, and continuing education programs – available to employers and their employees.

Advanced or Early Placement
Programs that are time-shortened or that eliminate course redundancy or place students in work-based learning opportunities to enhance classroom instruction. Advanced placement is often granted when courses are waived at the post-secondary level.

All Aspects of an Industry
As defined in the School-to-Work Act, "all aspects of an industry" means exposure to each of the different components of an industry or industry sector that a student is preparing to enter. Components include planning, management, finance, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environment issues related to the industry or industry sector.

All Students
As defined in the School-to-Work Act, programs designed for "all students" are ones that enable and encourage participation of both male and female students from a broad range of backgrounds and circumstances. This includes disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students.

Applied Academics
The instruction of courses such as mathematics, language arts, science, and other disciplines using a practical approach to prepare students for employment and lifelong learning.

Apprenticeship, Registered
A registered comprehensive training program for individuals engaged in an occupation identified as an apprenticeable craft or trade, which requires a wide and diverse range of skills and knowledge. There are over 800 apprenticeable occupations. Programs meet specific federally-approved standards designed to safeguard the welfare of apprentices and are registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils (SAC) approved by BAT. The related classroom instruction and workplace experience are

achieved through a training coalition of management, labor, and education. It is a relationship between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employer associations. The successful completion of a registered apprenticeship training program leads to the master craft person or journey person status. These programs follow strict guidelines as to the types of training and amount of training time an apprentice receives, and they lead directly into occupations requiring such training for entry. Registered apprenticeships are typically paid work experiences.

Articulation
A prescribed curriculum sequence, such as between grade levels, between vocational and academic education, or between secondary and post-secondary education, which consists of interrelated components to achieve specified educational outcomes and to minimize duplication.

Associate Degree
An approved sequence of courses at the post-secondary level that is approved by the Ohio Board of Regents and that results in the issuance of a two-year associate degree.

Basic Skills
The essential academic and employability skills that enable a person to succeed in school and in the workplace. Expanded basic skills include a number of cognitive and interpersonal abilities, including the capability to think and solve problems, to communicate information in oral and written form, to work effectively alone and in teams, and to take personal responsibility for self-development.

Bureau of Apprenticeship and Training (BAT)
The federal agency that issues certificates of apprenticeship.

Career Assessment
A series of inventories and measures to determine an individual's career interests and skills.

Career Development
The total program of career education, career guidance, and vocational counseling that provides youth and adult students with the competencies necessary for development and annual update of an Individual Career Plan and development of a Career Passport.

The developmental process emphasizes a satisfying and productive life in the school, in the workplace, and in society. It emphasizes lifelong learning. The career educational process includes the three components of K-5 awareness, 6-8 exploration and planning, and 9-12 preparation. All Ohio K-12 public educators are expected to include career development concepts in their curriculum areas. Outcomes focus on self awareness concepts, self assessment, career information and exploration, academic planning, equity, future trends, employability skills/attitudes, goal setting, decision making, community involvement, economics and personal finance, and vocational orientation.

Career Development Blueprint
An Ohio document that identifies 12 key topics intended to provide students with information to understand the relationship between the work world and career paths.

Career Exploration
Helping students discover their individual interests, abilities, values and needs by exploring jobs and how they fit into the world of work through handson exploration, career assessment, career videos, job shadowing, career mentoring, or actual job experience.

Career Guidance and Vocational Counseling
Pertains to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, and placement skills. Knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities are also central. Career guidance and vocational counseling assist individuals in making and implementing informed educational and occupational choices.

Career Infusion
Folding career concepts into the academic curriculum.

Career Major
A coherent sequence of courses or field of study that prepares a student for a first job and that (1) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary schools and post-secondary institutions; (2) prepares the student for employment in a broad occupational cluster or industry sector; (3) typically includes at least two years of secondary education and one or two years of post-secondary education; (4) provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the

students are planning to enter; (5) results in the award of a high school diploma or its equivalent, a certificate or diploma recognizing successful completion of one or two years of post-secondary education (if appropriate), and a skill certificate; and (6) may lead to further education and training, such as entry into a registered apprenticeship program or admission to a two- or four-year college or university.

Career Passport
An individual portfolio containing formal documents that identify and describe the student's marketable skills. The Ohio passport includes such items as documentation of work and/or community experiences, a competency profile, student achievement and attendance records, leadership experiences, an outline of continuing education needs, and career credentialing.

Career Pathways
Organized curriculum related to the world of work, giving focus to academic and technical course work through a coherent integrated program of study. Designed for students preparing for skilled entry-level, technical, or professional careers.

Certificate of Age and Schooling (Student Work Permit)
A form recommended to be issued to 16- and 17-year-old youths, but not mandated by law. The form includes their age, the type of work they will be performing, and the type of industry in which they will be working. This form enables the U.S. Department of Labor to check for industry compliance with labor laws.

Certificate of Initial Mastery (CIM)
A certificate still in the developmental stage in Ohio. It could include such components as the Ohio Ninth Grade Proficiency Tests and other tests that are based on identified academic, occupational, and employability competencies.

Community-Based Organization (CBO)
A private, non-profit organization of demonstrated effectiveness that represents communities or significant segments of communities.

Competency-Based Education (CBE)
Type of instructional program that derives its content from verified competencies. It publishes prior to instruction the competencies that the student must learn and perform, the criteria by which the student will be evaluated, and the conditions under which evaluation will occur. Assessment is based on student performance.

C

Connecting Activities

Activities that are programmatic or human resources that are intended to help link school-based with work-based educational programs as defined in the School-to-Work Opportunities Act. Connecting activities include (1) matching students with work-based opportunities; (2) using school site mentors as liaisons between educators, business, parents, and community partners; (3) providing technical assistance to help employers and educators design comprehensive STW systems; (4) providing technical assistance to help teachers integrate school-based and work-based learning as well as academic and occupational subject matter; (5) encouraging active business involvement in school- and work-based activities; (6) giving assistance to STW completers to help them find appropriate work, continue their education or training, and link them to other community services; (7) evaluating post-program outcomes to assess program success, particularly with reference to selected populations; and (8) linking existing youth development activities with employer and industry strategies to upgrade worker skills.

Contextual Learning

Instruction that imparts knowledge within the "context" in which it will later be used. Linking abstract concepts with real-life problems, contextual learning enables students to personally test and prove academic theories via tangible, real-world applications. Stressing the development of "authentic" problem-solving skills, contextual learning is designed to blend the teaching of skills and knowledge.

Cooperative Agreement/Memorandum of Training

An agreement delineating responsibilities and performance expectations of each party – the student, the parent or guardians, the school(s), and the employer.

Cooperative Education

A structured method of instruction whereby students alternate or parallel their high school or post-secondary studies (including required academic and vocational/technical courses) with a job in a field related to their academic or occupational objectives. Students and participating businesses develop cooperative agreements that include written training plans and evaluation plans to guide instruction. The students receive course credit for both their classroom and work experiences. Credit hours and number and length of placements often vary with the course of study. Paid work experience may or may not be included. Since employers are subject to the Fair Labor Standards Act - Child Labor Laws, programs must be designed to comply with federal and state child labor provisions.

Credentialing
The process of recognizing a validated competency list as a basis for hiring or establishing eligibility for employment in a specific job.

Employability Skills
Life skills necessary to establish a foundation for stable and long-term employment, such as using teamwork, problem-solving, handling personal finances, and balancing work and family.

Externships, Teacher
Opportunities for teachers to serve as interns with business and industry in their communities, gaining on-the-job experience that will enhance their knowledge and skills to impact curriculum development and student learning.

Fiscal Agent
Any organization that assumes responsibility for receiving, disbursing, and maintaining accountability for funds supporting public or private initiatives.

Governor's Human Resources Investment Council (GHRIC)
A council appointed by the Governor to develop policies and implementation strategies for broad work force and economic development issues and to oversee Ohio's school-to-work system.

High Performance Workplace
A progressive workplace that employs sophisticated, technically advanced, and efficient production techniques. This type of workplace requires workers with advanced academic and occupational skills, which enable them to learn on the job, adapt to rapidly changing technology, and work in teams to solve problems. High performance workplaces are often seen as a strategy to reach "high skill, high wage" employment. In addition to the economic development potential, high performance workplaces may help drive school reform by providing educators with a set of skill competencies that are required for future careers.

Individual Career Plan (ICP)
A learning process for students that begins in kindergarten and progresses to the eighth grade level, when students first complete an ICP document. The ICP process and document help students identify and explore initial career goals. Eighth graders initially identify the educational plan needed to achieve those goals at the secondary level and

beyond. High school students have additional opportunities every year to explore and verify career goals and to formally review and add to their ICP documents. Adult vocational students and post-secondary students may also complete an ICP process and document.

Interdisciplinary Academics
The product of integrating all core curricular areas when designing instruction and other classroom/workplace experiences.

Internship
For a specified period of time, students work for an employer to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Financial compensation may or may not be included.

Job Training Partnership Act (JTPA)
The federal Act that provides education, job training, and employment services to disadvantaged adults (under Title IIA of the Act), disadvantaged youth (Title IIC), dislocated workers (Title III), and various groups with special needs (Title IV). Funding is allotted to the states, which in turn allocate most of it by legal formulas to local service delivery areas, of which there are 30 in Ohio. In each area, a Private Industry Council (PIC) oversees the program. This is an advisory body representing business, labor, education, and other groups.

Joint Vocational School District (JVSD)
An area comprised of two or more adjoining school districts, formed and approved through board of education action. The district includes a vocational school to serve youths and adults from participating school districts. JVSDs have independent taxing authority.

Labor Market Information (LMI)
A collection of labor force, occupational, and industry data that are used for work force decision making by the employment and training community.

Local Education Agency (LEA)
A local administrative unit that exists primarily to operate public schools or to contract for public school services.

Local Partnership

As defined by the School-to-Work Act, "local partnership" is an entity responsible for local School-to-Work Opportunities programs that offer school-based learning, work-based learning, and connecting activities. Participating members should include employers, representatives of local educational agencies and local post-secondary educational institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or non-managerial employee representatives, and students. Other possible participating members are employer organizations, community-based organizations, national trade associations working at the local level, rehabilitation organizations and human service agencies, registered apprenticeship agencies, proprietary institutions, vocational student organizations, private industry councils, and others. Moreover, partnerships must establish a process for clear identification of the responsibilities and expectations of students, parents, employers, and schools.

Mentoring

Pairing a student with an employee over an extended period of time. It is the employee's responsibility to help the student learn certain skills and knowledge the employee possesses, model workplace behavior, challenge the student to perform well, and assess the student's performance. Mentoring may be combined with other work-based learning activities, such as internships or on-the-job training. Mentors are role models for youth who have an understanding of the world of work and who, over time, have proved themselves valued workers, concerned about their customers and fellow employees. Time for mentor-student interactions may be donated by employers during the work day or volunteered by adults on weekends or after work hours. To help mentors prepare for their involvement, formal training sessions are provided to outline mentor responsibilities. Also, handbooks are distributed that provide additional ideas and suggestions for structuring mentor-student activities.

National Skill Standards Board

Established under Title V of the *Goals 2000: Educate America Act*, the National Skill Standards Board serves as a catalyst to stimulate the development and adoption of a voluntary national system of skill standards, assessment, and certification of attainment criteria. This system is intended to increase the economic competitiveness of the United States by aiding (1) industries in informing training providers and prospective employees of skill needs; (2) employers in evaluating skill levels of applicants and designing training for existing workers; (3) labor organizations in improving employment security

and providing portable credentials; (4) workers in obtaining skill certification that enhances career advancement and job security; (5) students and entry level workers in identifying the skill levels necessary for high-wage jobs; (6) training providers and educators in determining appropriate training services; and (7) the government in evaluating outcomes of publicly funded training programs.

Nontraditional Students
Persons pursuing an occupation that is not customary for members of their gender, race, or other category. Also used in reference to older students enrolled in educational programs.

Occupational Cluster
Grouping of occupations from one or more industries that share common skill requirements. Occupational clusters form the basis for developing national skill standards, organizing instruction in all aspects of an industry, establishing career academics, and creating career clusters as part of school-to-work programs.

Occupational Competency Analysis Profiles (OCAP)
Ohio employer-verified competency lists that outline the knowledge, skills, and attitudes needed to enter and remain in a given occupational area.

Occupational Skills
The technical abilities used to perform required workplace tasks, including problem solving and critical thinking.

Ohio Career Information System (OCIS)
A computer-based career information system that provides instantaneous access to current labor market and educational information via main-frame or microcomputers. OCIS occupations represent over 90% of the nation's employment. The national program that includes 3,600 two- and four-year schools enables users to sort on programs and degrees offered throughout the United States.

Ohio Industrial Training Program (OITP)
An Ohio Department of Development program that provides financial assistance and resources for customized training for employees of new or expanding manufacturing businesses. It fosters local and regional economic development by matching training to needs.

Ohio Job Net (OJN)
A skill-based, job matching system that is a key element of the Ohio Bureau of Employment Service's "One-Stop Career Center" initiative. OJN is designed to provide direct access to information about labor market activity, including worker and job opportunities.

Ohio's BEST
An initiative that identifies and promotes exemplary grass roots education programs – at school building, school district, or community level – which have been successful in improving the performance of Ohio's students, teachers, and schools.

On-the-Job Training
Training that students receive through their jobs in the workplace – hands-on training in specific occupational skills. "On-the-job training" is part of work-based learning. Financial compensation may or may not be included.

One-Stop Career Center System
A system under development at Ohio Bureau of Employment Services, which provides integrated service delivery of a full range of employment and training programs. Its aim is to use a single site in which all partner agencies are located.

Outcomes
Measurable aspects of student or program performance. They form the basis of performance measurement efforts, which assess how well the education system is meeting agreed-upon goals.

Performance Measure/Performance Standard
Performance measures and standards are strategies used to monitor changes in student outcomes at the program or institutional level. Used for accountability or program improvement purposes, the choice of numeric function depends on the goals and objectives that educators are seeking to attain.

A *performance measure* is a type of educational outcome, such as the percentage of students finding a job upon graduation, that is considered appropriate for monitoring.

A *performance standard* is a level of performance that individual students, programs, or institutions are expected to achieve on a specific measure. For example, a programmatic outcome might be that "all programs will have a placement rate of at least 75 percent."

Performance measure and standard systems are also found in the business world, where they may be used to assess worker performance in relation to industry norms.

Portfolio
A collection of work that documents a student's educational performance and employment experiences over time. Though there is no standard format that a portfolio must take, it typically includes a range of work (e.g., reports, photographs) assigned by the teacher and selected by the student. A brief introduction and summary statement may describe how the portfolio was assembled, and what was learned in the compilation process. Portfolios may be used for a variety of purposes, some of which are increasing student learning opportunities, helping students demonstrate a wide variety of skills, helping students to recognize their own academic growth, and teaching them to take greater responsibility for their own learning and development. Instructors report that portfolios can increase collaboration with students, provide an alternative means of observing students' cognitive and academic progress, help drive program improvement, and foster professional development by helping teachers to better organize and manage their curriculum.

Post-secondary
Any education provided beyond the high school level, including part-time and full-time adult vocational education, apprenticeships, two-year colleges, and four-year colleges and universities.

Private Industry Council (PIC)
A public/private council in each service delivery area that is jointly responsible, along with the chief locally elected officials, for overall policy guidance regarding the planning and implementation of programs funded by JTPA. Each council includes representatives of the private sector, who constitute a majority of the membership, and representatives of educational agencies, organized labor, rehabilitation agencies, CBOs, economic development agencies, and the state employment service.

Professional Development
Training opportunities for practitioners, designed to increase career-related knowledge and skills.

Project L.I.F.E.
An Ohio effort that initiates and effects changes in the system to improve transition services for youth with disabilities. It is a value-driven process to change systems that

impact policies, procedures, and practices at the local, regional and state levels across eight agencies. This capacity-building and cross-disciplinary project will result in effective and efficient transition services and outcomes for youth with disabilities, aged 14 and older, and their families, for the duration of their schooling and beyond.

Regional Alliances
A network of systems and local partnerships in Ohio, organized around 12 economic development regions and governed by a steering committee. It was developed to ensure the active and continued involvement of employers, labor, educators, community leaders, and other stakeholders in STW activities.

School-Based Enterprises
Businesses set up and run by students to learn and apply "real world" skills.

School-Based Learning
Instruction that includes (1) career exploration and counseling to help interested students identify and select or reconsider their interests, goals, and career majors; (2) initial selection by interested students of a career major no later than the beginning of the 11th grade; (3) a program of study designed to meet the challenging academic standards established by states for all students under the Goals 2000: Educate America Act, and to meet the requirements necessary for a student to earn a skill certificate; and (4) regularly scheduled evaluation to identify academic strengths and weaknesses of students and to recognize the need for additional learning opportunities to master core academic skills.

SchoolNet
An Ohio-funded program to encourage/support local school technology improvement efforts. It will facilitate installing computer networking (wiring hardware, software, and professional development) to expand classroom experiences.

School-to-Apprenticeship
Typically, a multi-year program that combines school- and work-based learning in a specific occupational area or occupational cluster. This type of apprenticeship is designed to lead directly into a related post-secondary program, an entry-level job, or a registered apprenticeship program. This may or may not include financial compensation.

School-to-Work Coordinator
A person responsible for activities such as the following: coordinating program

development and operations; promoting curriculum development by advisory groups, special project teams, and those with academic connections; recruiting and linking students to guidance information about careers and education; communicating with parents and employers as needed; and coordinating work experience.

School-to-Work Opportunities Act
The federal legislation that supports development of systems that coordinate all activities in state and local programs in order to address the career education and work preparation needs of all students.

School-to-Work (STW) System
A system that helps young people progress smoothly from school to work by making connections between their education and their career. The system is a cooperative effort of elementary and secondary education, vocational-technical education, and higher education to engage all youth in the lifelong acquisition of knowledge, skills, and attitudes necessary to pursue meaningful, challenging, and productive career pathways into high-skill, high-wage jobs.

Secretary's Commission on Achieving Necessary Skills (SCANS)
The Commission, convened in February 1990, to examine the demands of the workplace and to determine whether the current and future work force is capable of meeting those demands. The Commission was directed to (1) define the skills needed for employment; (2) propose acceptable levels in those skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the findings to the nation's schools, businesses, and homes.

Based on its research, the Commission identified five *competencies* – skills necessary for workplace success – and three *foundations* – skills and qualities that underline competencies. These include:

Competencies
Effective workers can productively use:

- *Resources* - allocating time, money, materials, space, and staff
- *Interpersonal skills* - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds
- *Information* - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information

- *Systems* - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems
- *Technology* - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies

Foundations

Competence requires:

- *Basic skills* - reading, writing, arithmetic/mathematics, speaking and listening
- *Thinking skills* - thinking creatively, making decisions, solving problems, "seeing" things with the mind's eye, knowing how to learn, and reasoning
- *Personal qualities* - individual responsibility, self-esteem, sociability, self-management, and integrity

Service Learning

Work-based learning opportunity that combines community service with a structured, school-based opportunity for reflection about that service. Emphasizes connections between service experience and academic learning.

Shadowing

Career exploration process in which a student follows a worker on the job for a designated period of time in order to learn about the worker's career.

Skill Certificate

Portable, industry-recognized credentials that certify that the holder has demonstrated competency in a core set of performance standards related to an occupational cluster area. Skill certificates serve as a signal of skill mastery at benchmarked levels. They may assist students in finding work within their community or state, or elsewhere in the nation.

Skill Standard

The skill standard specifies the level of knowledge and competence required to perform successfully in the workplace. Standards are developed along a skill continuum: (1) general work readiness skills, (2) core skills for or knowledge of an industry, (3) skills common to an occupational cluster, and (4) specific occupational skills. Standards may cover basic and advanced academic competencies, employability competencies, and technical competencies. Development of these standards is tied to efforts to certify students' and workers' skills.

S

Standards
Colloquial term for Ohio Administrative Rules promulgated by the State Board of Education to direct public schools to assure quality programs and to comply with legislative mandates. These standards, applied to all elementary and secondary schools, establish graduation criteria and set the stage for development of local educational philosophies and the goals that guide development of local programs and courses of study.

Technical Education
The organized education programs under the Ohio Board of Regents that are designed to provide post-high school education and training in preparation for entry into paraprofessional or technical occupations.

Tech-Prep
A combined secondary and post-secondary program which (1) leads to an associate degree or two-year certificate; (2) provides technical preparation in high tech careers; (3) builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; and (4) leads to placement in employment. A Tech-Prep student, one who begins in grade 11 and continues through the associate degree or two-year certificate program, is enrolled in the academic, occupational, and employability competency delivery system as identified by a sanctioned Tech-Prep demonstration site.

Tech-Prep Competency Profiles (TCPs)
Occupational and employability competencies that are to be acquired during grades 11 and 12 and in the two years of an associate degree or certificate program for positions in business and industry at the technical level.

Vocational Education
The organized educational program that offers a sequence of courses directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations that do not require a baccalaureate or advanced degree.

Vocational Education Planning District (VEPD)
The local education agency configuration (single district, contract or compact, jointure) that meets the minimum requirements of law and subsequent standards to offer state-sanctioned vocational programming.

Work-Based Learning
Learning that takes place in the workplace. Work-based learning includes a number of different activities that can be identified along a continuum from shorter-term, introductory types of experiences to longer-term, more intensive ones, including paid work experiences and formal training. Although work-based learning activities vary, they generally involve schools and employers working together to devise objectives, activities, and work tasks, and, sometimes, criteria for monitoring or assessing students. Work-based learning activities vary in terms of educational and occupational objectives and the level of involvement demanded of students, teachers and employers.

Work Keys
The American College Testing (ACT) workplace skills assessment.

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